

# ***IN-VISION* Elementary Spanish Curriculum—Year 1**

**Year:**           **1**

**Goals:**

#1 Communicate in Spanish #2 Gain understanding of other cultures #3 Connect with other disciplines and acquire information	#4 Develop insight into the nature of language and culture #5 Participate in multilingual communities at home and around the world
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**Standard:**    ***1.2 Students understand and interpret written and spoken language on a variety of topics.***

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
<b>1.2 A Respond appropriately to directions, instructions, and commands.</b>	<ul style="list-style-type: none"> <li>• Daily classroom routines</li> <li>• Follow one-step oral directions</li> <li>• Math</li> </ul>	<ul style="list-style-type: none"> <li>• Count to Ten</li> <li>• Do What I Say</li> </ul>	<ul style="list-style-type: none"> <li>• Stop sign in Spanish</li> <li>• Counting starts with your thumb as number one</li> <li>• Gestures for “Come here”</li> </ul>
Phrases/Structures		Vocabulary	
<b>TEACHER PROMPT:</b>  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">                     ____, please.                      Form a line, please.                      Form a circle, please.                      Come here, please.                      Go, please.                      Stop, please.                      Repeat.                      Ready? Begin.                      Count from 1 - 10, please.                       Come in/Go in, please.                       Get on, please.                      Get off/down, please.                 </div> <div style="width: 45%;">                     ____, <i>por favor</i>.  <i>Formen una fila, por favor.</i> **  <i>Formen un círculo, por favor.</i> **  <i>Vengan acá, por favor.</i> **  <i>Váyanse, por favor.</i> **  <i>Alto, por favor./Paren, por favor.</i> **  <i>Repitan.</i> **  <i>¿Listos? Empiecen.</i> **  <i>Cuenten del uno al diez, por favor.</i> **   <i>Pasen, por favor.</i> **/  <i>Entren, por favor.</i> **  <i>Suban, por favor.</i> **  <i>Bajen, por favor.</i> **                 </div> </div> <p><i>** (These commands are intended for more than one person.)</i></p>		<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 45%;"><b><u>Numbers 1 - 10</u></b></div> <div style="width: 45%;"><b><u>Los Números del 1 al 10</u></b></div> </div>	

## ***IN-VISION* Elementary Spanish Curriculum—Year 1**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)																																										
1.2 B Make an identification based on simple oral and/or written descriptors.	<ul style="list-style-type: none"><li>• Math</li><li>• Art: Colors</li><li>• Science</li></ul>	<ul style="list-style-type: none"><li>• Shape Up!</li><li>• Touch It!</li><li>• Big and Little Beasts</li></ul>	<ul style="list-style-type: none"><li>• Mosaics</li><li>• Cubism</li></ul>																																										
Phrases/Structures		Vocabulary																																											
<p>TEACHER PROMPT: Point to ____ (the brown cat). <i>Señalen ____ (el gato café).</i>**</p> <p>Touch ____ (the red triangle). <i>Toquen ____ (el triángulo rojo).</i>**</p>		<table><tr><td><u>Colors</u></td><td><u>Los Colores</u></td></tr><tr><td>brown</td><td><i>café/marrón</i></td></tr><tr><td>red</td><td><i>rojo/a</i></td></tr><tr><td>blue</td><td><i>azul</i></td></tr><tr><td>yellow</td><td><i>amarillo/a</i></td></tr><tr><td>green</td><td><i>verde</i></td></tr><tr><td><u>Size</u></td><td><u>El Tamaño</u></td></tr><tr><td>small</td><td><i>pequeño/a</i></td></tr><tr><td>medium</td><td><i>mediano/a</i></td></tr><tr><td>big</td><td><i>grande</i></td></tr><tr><td><u>Animals</u></td><td><u>Los Animales</u></td></tr><tr><td>the dog</td><td><i>el perro</i></td></tr><tr><td>the cat</td><td><i>el gato</i></td></tr><tr><td>the bear</td><td><i>el oso/la osa</i></td></tr><tr><td>the goat</td><td><i>el chivo</i></td></tr><tr><td>the wolf</td><td><i>el lobo</i></td></tr><tr><td><u>Shapes</u></td><td><u>Las Formas</u></td></tr><tr><td>the circle</td><td><i>el círculo</i></td></tr><tr><td>the triangle</td><td><i>el triángulo</i></td></tr><tr><td>the square</td><td><i>el cuadrado</i></td></tr><tr><td>the rectangle</td><td><i>el rectángulo</i></td></tr></table>		<u>Colors</u>	<u>Los Colores</u>	brown	<i>café/marrón</i>	red	<i>rojo/a</i>	blue	<i>azul</i>	yellow	<i>amarillo/a</i>	green	<i>verde</i>	<u>Size</u>	<u>El Tamaño</u>	small	<i>pequeño/a</i>	medium	<i>mediano/a</i>	big	<i>grande</i>	<u>Animals</u>	<u>Los Animales</u>	the dog	<i>el perro</i>	the cat	<i>el gato</i>	the bear	<i>el oso/la osa</i>	the goat	<i>el chivo</i>	the wolf	<i>el lobo</i>	<u>Shapes</u>	<u>Las Formas</u>	the circle	<i>el círculo</i>	the triangle	<i>el triángulo</i>	the square	<i>el cuadrado</i>	the rectangle	<i>el rectángulo</i>
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## ***IN-VISION* Elementary Spanish Curriculum—Year 1**

<b>1.2 B</b>  <i>(Use <b>Tóquense</b> when referring to one's own body.)</i>  Touch _____ (your eyes). <b>Tóquense</b> _____ <i>(los ojos)</i> . **  ** <i>(These commands are intended for more than one person.)</i>		<u><b>Classroom Objects</b></u> <u><b>Los Objetos de la Clase</b></u> the school <i>la escuela</i> the crayon <i>el creyón</i> the paper <i>el papel</i> the pencil <i>el lápiz</i>  <u><b>Body Parts</b></u> <u><b>Las Partes del Cuerpo</b></u> the eyes <i>los ojos</i> the head <i>la cabeza</i> the nose <i>la nariz</i> the ears <i>las orejas</i> the mouth <i>la boca</i> the hair <i>el pelo</i>	
<b>Progress Indicators/ Functions</b>	<b>Possible Content Integration (Goal 3)</b>	<b>Assessment/s</b>	<b>Culture (Goals 2 &amp; 4)</b>
<b>1.2 C</b> Read and respond to developmentally appropriate material.	NA	NA	NA

## ***IN-VISION* Elementary Spanish Curriculum—Year 1**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
<b>1.2 D Respond to speech of peers and familiar adults on a given topic.</b>	• Classroom routines	• Lunch Count	• Meals during the school day
Phrases/Structures		Vocabulary	
<p><b>TEACHER PROMPT:</b>            Are you eating school lunch or lunch from home?     ¿<i>Comes la comida de la escuela o la comida de la casa?</i></p> <p>Are you eating at home? *     ¿<i>Comes en casa?</i>  <i>*(Optional phrase)</i></p> <p><b>STUDENT RESPONSE:</b>            School lunch.     <i>Comida de la escuela.</i>            Lunch from home.     <i>Comida de la casa.</i></p> <p><b>TEACHER PROMPT:</b>            Do you want milk or chocolate milk?     ¿<i>Quieres leche o leche con chocolate?</i></p> <p><b>STUDENT RESPONSE:</b>            Milk.     <i>Leche.</i>            Chocolate milk.     <i>Leche con chocolate.</i></p>			

## ***IN-VISION* Elementary Spanish Curriculum—Year 1**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.2 E Identify aural, visual and context clues.	• Language Arts	• Yes/No	<ul style="list-style-type: none"> <li>• Difference of accents on words: <i>papa</i> (potato) or <i>papá</i> (dad)</li> <li>• Family unit</li> <li>• The origin of chocolate</li> </ul>
<b>Phrases/Structures</b>		<b>Vocabulary</b>	
		<p><u><b>Cognates Examples</b></u> <i>Los Ejemplos de los Cognados</i> <i>el chocolate, la pizza, la banana</i></p> <p><u><b>Family</b></u> <i>La Familia</i>  mother <i>la mamá/la madre</i>  father <i>el papá/el padre</i>  baby <i>el/la bebé</i></p>	
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.2 F Comprehend and respond to simple personal written communications, such as notes, invitations, and letters.	NA	NA	NA
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.2 G Identify main ideas and key words in oral and written material.	NA	NA	NA

## ***IN-VISION* Elementary Spanish Curriculum—Year 2**

**Year:** 2

**Goals:**

- #1 Communicate in Spanish
- #2 Gain understanding of other cultures
- #3 Connect with other disciplines and acquire information

#4 Develop insight into the nature of language and culture  
#5 Participate in multilingual communities at home and around the world

**Standard:** *1.2 Students understand and interpret written and spoken language on a variety of topics.*

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)														
<b>1.2 A Respond appropriately to directions, instructions, and commands.</b>	<ul style="list-style-type: none"><li>• Follow one-step oral directions</li><li>• Art projects</li><li>• Science</li><li>• Math</li></ul>	<ul style="list-style-type: none"><li>• Body Touch</li><li>• Count to 20</li><li>• Red Light/Green Light</li><li>• Obey Me</li></ul>	<ul style="list-style-type: none"><li>• Making Hispanic crafts <i>(molás, papel picado, amate)</i></li></ul>														
Phrases/Structures		Vocabulary															
<p><b>TEACHER PROMPT:</b></p> <p>Touch __, please. <i>Tóquense __, por favor. **</i></p> <p>Look, please. <i>Miren, por favor. **</i></p> <p>Raise your hand, please. <i>Levanten la mano, por favor. **</i></p> <p>Put your hand down, please. <i>Bajen la mano, por favor. **</i></p> <p>Cut, please. <i>Corten, por favor. **</i></p> <p>Paste, please. <i>Peguen, por favor. **</i></p> <p>Fold, please. <i>Doblen, por favor. **</i></p> <p>Color, please. <i>Coloreen, por favor. **</i></p> <p>Color _____ . (the object) (color) <i>Coloreen de _____ .</i> <i>(color) (el objeto)</i></p> <p>Walk, please. <i>Caminen, por favor. **</i></p> <p>Slower, please. <i>Más despacio, por favor. **</i></p> <p>Stop, please. <i>Alto/Paren, por favor. **</i></p>		<p><b>Body Parts</b> <i>Las Partes del Cuerpo</i></p> <table><tr><td>the shoulders</td><td><i>los hombros</i></td></tr><tr><td>the knees</td><td><i>las rodillas</i></td></tr><tr><td>the fingers</td><td><i>los dedos</i></td></tr><tr><td>the hand</td><td><i>la mano</i></td></tr><tr><td>the feet</td><td><i>los pies</i></td></tr><tr><td>the leg</td><td><i>la pierna</i></td></tr><tr><td>the arm</td><td><i>el brazo</i></td></tr></table>		the shoulders	<i>los hombros</i>	the knees	<i>las rodillas</i>	the fingers	<i>los dedos</i>	the hand	<i>la mano</i>	the feet	<i>los pies</i>	the leg	<i>la pierna</i>	the arm	<i>el brazo</i>
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## ***IN-VISION* Elementary Spanish Curriculum—Year 2**

<b>1.2 A</b>  Count from 1-20, please. <i>Cuenten del uno al veinte, por favor.**</i>  <i>** (These commands are intended for more than one person.)</i>		<u><b>Numbers 1 - 20</b></u> <i>Los Números del 1 al 20</i>	
<b>Progress Indicators/ Functions</b>	<b>Possible Content Integration (Goal 3)</b>	<b>Assessment/s</b>	<b>Culture (Goals 2 &amp; 4)</b>
<b>1.2 B Make an identification based on simple oral and/or written descriptors.</b>	<ul style="list-style-type: none"><li>• Art Colors</li><li>• Science</li></ul>	<ul style="list-style-type: none"><li>• Clothes Closet</li><li>• A Rainbow of Animals</li></ul>	<ul style="list-style-type: none"><li>• Daily clothing/Traditional costumes</li><li>• Work animals-<i>llama, burro</i></li></ul>
<b>Phrases/Structures</b>		<b>Vocabulary</b>	
<b>TEACHER PROMPT:</b> Give me _____ , please. <i>Denme _____, por favor.**</i>  <i>Example:</i> (Give me the orange crayon, please.) <i>(Denme el creyón anaranjado, por favor.)**</i>		<u><b>Colors</b></u> <i>Los Colores</i> black <i>negro/a</i> white <i>blanco/a</i> gray <i>gris</i> pink <i>rosado/a</i> purple <i>morado/a, violeta</i> orange <i>anaranjado/a</i>  <u><b>Clothing</b></u> <i>La Ropa</i> the coat <i>el abrigo</i> the shoes <i>los zapatos</i> the jeans <i>los jeans</i> the boots <i>las botas</i> the shirt <i>la camisa</i>	

## ***IN-VISION* Elementary Spanish Curriculum—Year 2**

<b>1.2 B</b> <b>TEACHER PROMPT:</b> Look for ____, please. <i>Busquen ____, por favor.**</i>  <i>Example:</i> (Look for the big horse, please.) <i>(Busquen el caballo grande, por favor.**)</i>  <i>** (These commands are intended for more than one person.)</i>		<u><b>Animals</b></u> <u><b>Los Animales</b></u> cow <i>la vaca</i> horse <i>el caballo</i> duck <i>el pato</i> sheep <i>la oveja</i> hen <i>la gallina</i> pig <i>el cerdo</i>	
<b>Progress Indicators/ Functions</b>	<b>Possible Content Integration (Goal 3)</b>	<b>Assessment/s</b>	<b>Culture (Goals 2 &amp; 4)</b>
<b>1.2 C</b> Read and respond to developmentally appropriate material.	NA	NA	NA
<b>Progress Indicators/ Functions</b>	<b>Possible Content Integration (Goal 3)</b>	<b>Assessment/s</b>	<b>Culture (Goals 2 &amp; 4)</b>
<b>1.2 D</b> Respond to speech of peers and familiar adults on a given topic.	• Health	• Eat and Drink	• Tropical fruits • Foods and drinks sold in market places
<b>Phrases/Structures</b>		<b>Vocabulary</b>	
<b>TEACHER PROMPT:</b> What do you eat? <i>¿Qué comes?</i>  <b>STUDENT RESPONSE:</b> I eat _____. <i>Como _____.</i>		<u><b>Food</b></u> <u><b>La Comida</b></u> fruit <i>la fruta</i> vegetables <i>los vegetales</i> bread <i>el pan</i> meat <i>la carne</i>	



## ***IN-VISION* Elementary Spanish Curriculum—Year 2**

<b>1.2 D</b> <b>TEACHER PROMPT:</b> What do you drink? <i>¿Qué tomas?/¿Qué bebes?</i>  <b>STUDENT RESPONSE:</b> I drink _____. <i>Tomo _____. / Bebo _____.</i>		<b>Drinks</b> <i>Las Bebidas</i> pop <i>el refresco</i> grape juice <i>el jugo de uva</i> orange juice <i>el jugo de naranja</i> apple juice <i>el jugo de manzana</i>	
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
<b>1.2 E Identify aural, visual and context clues.</b>	<ul style="list-style-type: none"> <li>Science</li> <li>Math</li> </ul>	<ul style="list-style-type: none"> <li>What Number Is This?</li> <li>Yes, Sir/ No, Sir</li> </ul>	<ul style="list-style-type: none"> <li>Animals' names that are the same in both cultures</li> <li>The numbers 1 and 7 written differently</li> </ul>
Phrases/Structures		Vocabulary	
<b>TEACHER PROMPT:</b> Is it a _____? <i>¿Es _____?</i>  <b>STUDENT RESPONSE:</b> Yes. <i>Sí.</i> No. <i>No.</i>		<b>Wild Animals</b> <i>Los Animales Salvajes</i> dinosaur <i>un dinosaurio</i> penguin <i>un pingüino</i> zebra <i>una cebra</i> lion <i>un león</i> tiger <i>un tigre</i> elephant <i>un elefante</i>	
<b>TEACHER PROMPT:</b> What number is this? <i>¿Qué número es éste?</i>  <b>STUDENT RESPONSE:</b> _____. <i>_____.</i> (a number) <i>(un número)</i>		<b>The Numbers 1 - 20</b> <i>Los Números del 1 al 20</i>	

## ***IN-VISION* Elementary Spanish Curriculum—Year 2**

<b>Progress Indicators/ Functions</b>	<b>Possible Content Integration (Goal 3)</b>	<b>Assessment/s</b>	<b>Culture (Goals 2 &amp; 4)</b>
<b>1.2 F Comprehend and respond to simple personal written communications, such as notes, invitations, and letters.</b>	NA	NA	NA
<b>Progress Indicators/ Functions</b>	<b>Possible Content Integration (Goal 3)</b>	<b>Assessment/s</b>	<b>Culture (Goals 2 &amp; 4)</b>
<b>1.2 G Identify main ideas and key words in oral and written material.</b>	NA	NA	NA

# ***IN-VISION* Elementary Spanish Curriculum—Year 3**

**Year:**        **3**

**Goals:**

#1 Communicate in Spanish #2 Gain understanding of other cultures #3 Connect with other disciplines and acquire information	#4 Develop insight into the nature of language and culture #5 Participate in multilingual communities at home and around the world
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**Standard:**    *1.2 Students understand and interpret written and spoken language on a variety of topics.*

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
<b>1.2 A Respond appropriately to directions, instructions, and commands.</b>	<ul style="list-style-type: none"> <li>• Daily classroom routine</li> <li>• Math</li> </ul>	<ul style="list-style-type: none"> <li>• Count to 31</li> <li>• Commands, Commands</li> <li>• Commanding More</li> <li>• Basic Requests</li> </ul>	
Phrases/Structures		Vocabulary	
<b>TEACHER PROMPT:</b> Open your books, please. <i>Abran sus libros, por favor. **</i> Close your books, please. <i>Cierren sus libros, por favor. **</i> Take out your pencils, please. <i>Saquen sus lápices, por favor. **</i> Put your things away, please. <i>Guarden sus cosas, por favor. **</i> Count from 1-31, please. <i>Cuenten del uno al treinta y uno, por favor. **</i>  Pay attention, please. <i>Pongan/Presten atención, por favor. **</i>  <i>** (These commands are intended for more than one person.)</i>  Give me __, please. <i>Dame __, por favor. *</i> Turn on the lights, please. <i>Enciende las luces, por favor. *</i> Shut off the lights, please. <i>Apaga las luces, por favor. *</i>  <i>*(These commands are intended for one person in the “tú” form.)</i>		<i>(See school object items in appendix.)</i>  <u><b>Numbers 1 - 31        Los Números del 1 al 31</b></u>	

## ***IN-VISION* Elementary Spanish Curriculum—Year 3**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
<b>1.2 B Make an identification based on simple oral and/or written descriptors.</b>	• School environment	• Here It Is!	• Students have to buy their own books and supplies in other countries.
<b>Phrases/Structures</b>		<b>Vocabulary</b> You may incorporate vocabulary from other levels and indicators.	
<p><b>TEACHER PROMPT:</b> Where is/are _____? (noun) (adj.)                      ¿Dónde está/n* _____? (noun) (adj.)</p> <p><i>(You use <b>está</b> when you ask where only one object is. You use <b>están</b> when you ask where two or more objects are.)</i></p> <p><i>Example:</i> (Where is the ruler?)                      <i>(Dónde está la regla?)</i> (Where are the small markers?)                      <i>(¿Dónde están los marcadores pequeños?)</i></p> <p><b>STUDENT RESPONSE:</b> Here.                      <i>Aquí.</i></p>		<p><b><u>Classroom Objects</u></b>    <b><u>Los Objetos de la Clase</u></b></p> <p>the ruler                      <i>la regla</i> the markers                      <i>los marcadores</i> the glue                      <i>la cola/el pegamento</i> the eraser                      <i>la goma/la goma de borrar</i> the eraser (board)                      <i>el borrador</i> the colored pencils                      <i>los lápices de colores</i></p> <p><b><u>Adjectives</u></b>                      <b><u>Los Adjetivos:</u></b></p> <p>new                      <i>nuevo/a</i> old                      <i>viejo/a</i> big                      <i>grande</i> little                      <i>pequeño/a</i></p> <p><b><u>Colors</u></b>                      <b><u>Los Colores</u></b></p>	
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
<b>1.2 C Read and respond to developmentally appropriate material.</b>	NA	NA	NA

## ***IN-VISION* Elementary Spanish Curriculum—Year 3**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
<b>1.2 D Respond to speech of peers and familiar adults on a given topic.</b>	<ul style="list-style-type: none"> <li>• School environment</li> <li>• Communication/Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• School Schedule</li> <li>• Needing to Have</li> </ul>	<ul style="list-style-type: none"> <li>• Subjects studied in Hispanic countries, comparing school curriculum</li> </ul>
Phrases/Structures		Vocabulary	
<p><b>TEACHER PROMPT:</b> What do you have first?   next?   last?</p> <p><b>STUDENT RESPONSE:</b> I have _____.</p> <p><b>TEACHER PROMPT:</b> Do you have _____?</p> <p><b>STUDENT RESPONSE:</b> Yes, I have _____. No, I don't have _____.</p> <p><b>TEACHER PROMPT:</b> Do you need _____?</p> <p><b>STUDENT RESPONSE:</b> Yes, I need _____. No, I don't need _____.</p>		<p><u><b>School Subjects</b></u>      <u><b>Las Materias de la Escuela</b></u></p> <p>lunch                      <i>el almuerzo</i></p> <p>recess                    <i>el recreo</i></p> <p>music                     <i>la clase de música</i></p> <p>P. E.                      <i>la clase de educación física</i></p> <p>art                        <i>la clase de arte</i></p> <p>mathematics            <i>la clase de matemáticas</i></p> <p>reading                 <i>la clase de lectura</i></p>	

## ***IN-VISION* Elementary Spanish Curriculum—Year 3**

<b>Progress Indicators/ Functions</b>	<b>Possible Content Integration (Goal 3)</b>	<b>Assessment/s</b>	<b>Culture (Goals 2 &amp; 4)</b>
<b>1.2 E Identify aural, visual and context clues.</b>	<ul style="list-style-type: none"> <li>• Calendar</li> <li>• School environment</li> </ul>	<ul style="list-style-type: none"> <li>• What Is It?</li> </ul>	<ul style="list-style-type: none"> <li>• Aztec/Mayan calendars</li> <li>• Words that are the same (cognates)</li> </ul>
<b>Phrases/Structures</b>		<b>Vocabulary</b>	
<b>TEACHER PROMPT:</b> What is this? <i>¿Qué es?</i>  What month is it? <i>¿Qué mes es?</i>		<u><b>School Places</b></u> <u><b>Los Lugares de la Escuela</b></u> the cafeteria <i>la cafetería</i> the office <i>la oficina</i> the gym <i>el gimnasio</i>  <u><b>Months</b></u> <u><b>Los Meses</b></u>	
<b>Progress Indicators/ Functions</b>	<b>Possible Content Integration (Goal 3)</b>	<b>Assessment/s</b>	<b>Culture (Goals 2 &amp; 4)</b>
<b>1.2 F Comprehend and respond to simple personal written communications, such as notes, invitations, and letters.</b>	NA	NA	NA
<b>Progress Indicators/ Functions</b>	<b>Possible Content Integration (Goal 3)</b>	<b>Assessment/s</b>	<b>Culture (Goals 2 &amp; 4)</b>
<b>1.2 G Identify main ideas and key words in oral and written material.</b>	NA	NA	NA

# ***IN-VISION* Elementary Spanish Curriculum—Year 4**

**Year:**           **4**

**Goals:**

#1 Communicate in Spanish #2 Gain understanding of other cultures #3 Connect with other disciplines and acquire information	#4 Develop insight into the nature of language and culture #5 Participate in multilingual communities at home and around the world
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**Standard:**    ***1.2 Students understand and interpret written and spoken language on a variety of topics.***

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.2 A Respond appropriately to directions, instructions, and commands.	<ul style="list-style-type: none"><li>• Daily classroom routines</li><li>• Math</li></ul>	<ul style="list-style-type: none"><li>• Follow the Leader</li><li>• Century Count</li></ul>	
Phrases/Structures		Vocabulary	
		You may incorporate vocabulary from other levels and indicators.	
<b>TEACHER PROMPT:</b> Turn right. <i>Giren/Doblen a la derecha. **</i> Turn left. <i>Giren/Doblen a la izquierda. **</i> Continue forward. <i>Continúen adelante. **</i> Read, please. <i>Lean, por favor. **</i> Write (your names), please. <i>Escriban (sus nombres), por favor. **</i> Put your papers here, please. <i>Pongan sus papeles aquí, por favor. **</i> Count from 0 to 100, please. <i>Cuenten del cero al cien, por favor. **</i> Work with your partners. <i>Trabajen con sus compañeros/as. **</i> Work with a partner. <i>Trabajen con un/una compañero/a. **</i>		<div><div><b><u>Directions</u></b></div><div>left right forward</div></div> <div><b><u>Las Direcciones</u></b> <i>izquierda</i> <i>derecha</i> <i>adelante</i></div> <div><b><u>Numbers 0 – 100</u></b> <b><u>Los Números del 0 al 100</u></b> <i>(See Word List.)</i></div> <div><b><u>Classmates</u></b></div> <div>a partner partners</div> <div><b><u>Los Compañeros</u></b> <i>un/a compañero/a</i> <i>unos/as compañeros/as</i></div>	
**(These commands are intended for more than one person.)			

## IN-VISION Elementary Spanish Curriculum—Year 4

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)																																																																								
<b>1.2 B Make an identification based on simple oral and/or written descriptors.</b>	• Social Studies	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Sizing It Up</li> <li>• Who Is Where?</li> <li>• Where in South America?</li> </ul>	<ul style="list-style-type: none"> <li>• Hispanic geographic points of interest</li> <li>• Different kinds of hats</li> </ul>																																																																								
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<p><b>TEACHER PROMPT:</b> Where is/are the _____? ¿<i>Dónde está/n</i>* _____ ? (adj.) (noun) (noun) (adj.) ?</p> <p><i>*(When the noun is singular, use <b>está</b>. When the noun is plural, use <b>están</b>.)</i></p> <p><i>Example:</i> (Where is the long river?)      (¿<i>Dónde está el río largo?</i>)</p> <p><b>STUDENT RESPONSE:</b> _____ is/are _____.      _____ <i>está/n</i> _____. (adj.) noun (adv.) (noun) (adj.) (adv.) (The long river is far.)      (<i>El río largo está lejos.</i>) (The long river is to the north.)      (<i>El río largo está al* norte.</i>)</p> <p><i>*(When “to the” is used in front of a direction, “a” and “el” contract to become “al.”)</i></p>		<p>You may incorporate vocabulary from other levels and indicators.</p> <table> <tr> <td><b><u>Nature</u></b></td><td><b><u>La Naturaleza</u></b></td><td></td><td></td></tr> <tr> <td>the river</td><td><i>el río</i></td><td>the tree</td><td><i>el árbol</i></td></tr> <tr> <td>the ocean</td><td><i>el océano</i></td><td>the mountain</td><td><i>la montaña</i></td></tr> <tr> <td>the lake</td><td><i>el lago</i></td><td>the flower</td><td><i>la flor</i></td></tr> <tr> <td><b><u>Directions</u></b></td><td><b><u>Las Direcciones</u></b></td><td></td><td></td></tr> <tr> <td>north</td><td><i>el norte</i></td><td>south</td><td><i>el sur</i></td></tr> <tr> <td>east</td><td><i>el este</i></td><td>west</td><td><i>el oeste</i></td></tr> <tr> <td><b><u>Clothing</u></b></td><td><b><u>La Ropa</u></b></td><td></td><td></td></tr> <tr> <td>the mittens</td><td><i>los mitones</i></td><td>the stocking cap</td><td><i>el gorro</i></td></tr> <tr> <td>the scarf</td><td><i>la bufanda</i></td><td>the baseball cap</td><td><i>la gorra</i></td></tr> <tr> <td>the sandals</td><td><i>las sandalias</i></td><td>the sweater</td><td><i>el suéter</i></td></tr> <tr> <td>the glasses</td><td><i>los lentes/las gafas/los anteojos</i></td><td></td><td></td></tr> <tr> <td><b><u>Adjectives</u></b></td><td><b><u>Los Adjetivos</u></b></td><td></td><td></td></tr> <tr> <td>long</td><td><i>largo/a</i></td><td>short (length)</td><td><i>corto/a</i></td></tr> <tr> <td>tall</td><td><i>alto/a</i></td><td>short (height)</td><td><i>bajo/a</i></td></tr> <tr> <td><b><u>Adverbs</u></b></td><td><b><u>Los Adverbios</u></b></td><td></td><td></td></tr> <tr> <td>near</td><td><i>cerca</i></td><td>far</td><td><i>lejos</i></td></tr> <tr> <td>up/above</td><td><i>arriba</i></td><td>down/below</td><td><i>abajo</i></td></tr> </table>		<b><u>Nature</u></b>	<b><u>La Naturaleza</u></b>			the river	<i>el río</i>	the tree	<i>el árbol</i>	the ocean	<i>el océano</i>	the mountain	<i>la montaña</i>	the lake	<i>el lago</i>	the flower	<i>la flor</i>	<b><u>Directions</u></b>	<b><u>Las Direcciones</u></b>			north	<i>el norte</i>	south	<i>el sur</i>	east	<i>el este</i>	west	<i>el oeste</i>	<b><u>Clothing</u></b>	<b><u>La Ropa</u></b>			the mittens	<i>los mitones</i>	the stocking cap	<i>el gorro</i>	the scarf	<i>la bufanda</i>	the baseball cap	<i>la gorra</i>	the sandals	<i>las sandalias</i>	the sweater	<i>el suéter</i>	the glasses	<i>los lentes/las gafas/los anteojos</i>			<b><u>Adjectives</u></b>	<b><u>Los Adjetivos</u></b>			long	<i>largo/a</i>	short (length)	<i>corto/a</i>	tall	<i>alto/a</i>	short (height)	<i>bajo/a</i>	<b><u>Adverbs</u></b>	<b><u>Los Adverbios</u></b>			near	<i>cerca</i>	far	<i>lejos</i>	up/above	<i>arriba</i>	down/below	<i>abajo</i>
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# ***IN-VISION* Elementary Spanish Curriculum—Year 4**

## 1.2 B

**TEACHER PROMPT:**

What \_\_\_\_ is/ are \_\_\_\_?      ¿Qué \_\_\_\_ es/son \_\_\_\_?

(noun)                      (adj.)                      (noun)                      (adj.)

*Example:*

(What scarf is red?)      (*¿Qué bufanda es roja?*)

**STUDENT RESPONSE (optional):**

\_\_\_\_\_ is/are \_\_\_\_\_. \_\_\_\_\_ *es/son* \_\_\_\_\_.  
(adj.) (noun) (adj.) (noun) (adj.) (adj.)

*Example:*

(The short scarf is red.)     *(La bufanda corta es roja.)*

## Colors *Los Colores*

## Sizes *Los Tamaños*

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.2 C Read and respond to developmentally appropriate material.	NA	NA	NA
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.2 D Respond to speech of peers and familiar adults on a given topic.	<ul style="list-style-type: none"> <li>Science</li> <li>School environment</li> </ul>	<ul style="list-style-type: none"> <li>Changing Seasons</li> <li>Please Identify</li> </ul>	<ul style="list-style-type: none"> <li>Differences in hemispheric climate</li> <li>Types of Hispanic music and dance</li> </ul>
Phrases/Structures		Vocabulary	
		You may incorporate vocabulary from other levels and indicators.	
<b>TEACHER PROMPT:</b> What is the season?      ¿Cuál es la estación?		<b>Seasons</b> <b><i>Las Estaciones</i></b> winter      (el) invierno      summer      (el) verano spring      (la) primavera      fall      (el) otoño	
<b>STUDENT RESPONSE:</b>			

## IN-VISION Elementary Spanish Curriculum—Year 4

<p>The season is _____. <i>La estación es _____.</i></p> <p><b>1.2 D</b></p> <p><b>TEACHER PROMPT:</b> Who is your teacher for ____? <i>¿Quién es tu maestro/a de _____?</i></p> <p><i>Example:</i> (Who is your teacher for art?) (<i>¿Quién es tu maestro/a de arte?</i>)</p> <p><b>STUDENT RESPONSE:</b> My teacher for ____ is _____ <i>Mi maestro/a de _____ es el/la Sr./Mrs./Miss _____.</i></p> <p><i>Example:</i> (My art teacher is Mr. Jones.) (<i>Mi maestro de arte es el Sr. Jones.</i>)</p>		<p><b>School Subjects</b>      <b><i>Las Materias de la Escuela</i></b></p> <p>Spanish                      <i>español</i></p> <p>P.E.                              <i>educación física</i></p> <p>music                           <i>música</i></p> <p>art                                <i>arte</i></p>	
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
<b>1.2 E</b> Identify aural, visual and context clues.	• Language Arts	• ABC's	• Compare/Contrast alphabets • A, e, i, o, u, <i>El burro sabe más que tú.</i> (A,e,i,o,u, the donkey knows more than you.)
Phrases/Structure		Vocabulary	
		<p><b>Alphabet</b>      <b><i>El Alfabeto</i></b></p> <p>(See Word List.)</p>	
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
<b>1.2 F</b> Comprehend and respond to simple personal written communications, such as notes, invitations, and	NA	NA	NA

## ***IN-VISION* Elementary Spanish Curriculum—Year 4**

letters.			
<b>Progress Indicators/ Functions</b>	<b>Possible Content Integration (Goal 3)</b>	<b>Assessment/s</b>	<b>Culture (Goals 2 &amp; 4)</b>
<b>1.2 G Identify main ideas and key words in oral and written material.</b>	• Language Arts	• Who and Where?	
<b>Phrases/Structures</b>		<b>Vocabulary</b>	
<b>TEACHER PROMPT:</b> Who is in the story? <i>¿Quiénes están en el cuento?</i> Where does the story take place? <i>¿Dónde ocurre el cuento?</i>		Dependent upon chosen material	

# ***IN-VISION* Elementary Spanish Curriculum -- Year 5**

**Year:**        **5**

**Goals:**

#1 Communicate in Spanish #2 Gain understanding of other cultures #3 Connect with other disciplines and acquire information	#4 Develop insight into the nature of language and culture #5 Participate in multilingual communities at home and around the world
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**Standard:** *1.2 Students understand and interpret written and spoken language on a variety of topics.*

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)																						
1.2 A Respond appropriately to directions, instructions, and commands.	<ul style="list-style-type: none"><li>• Life Skills</li><li>• School environment</li></ul>	<ul style="list-style-type: none"><li>• Chow Time</li><li>• Set the Table</li><li>• School Supplies</li><li>• Give It</li><li>• Who’s Who in the School?</li></ul>	<ul style="list-style-type: none"><li>• Contrast/Compare table setting and mealtime etiquette</li></ul>																						
Phrases/Structures		Vocabulary																							
<p><b>TEACHER PROMPT:</b></p> <p>Put the ____ next to the ____.</p> <p>Put the ____ under the ____.</p> <p>Put the ____ on top of ____.</p> <p>Put the ____ above the ____.</p> <p><b>Pongan** ____ al lado de* ____.</b></p> <p><b>Pongan** ____ debajo de* ____.</b></p> <p><b>Pongan** ____ encima de/sobre* ____.</b></p> <p><b>Pongan** ____ arriba de* ____.</b></p> <p><i>** (These commands are intended for more than one person.)</i></p> <p><i>*(de = del when the noun is preceded by el.)</i></p> <p><i>(de = de la when the noun is preceded by la.)</i></p> <p><i>Example:        (del plato)        (de la taza)</i></p>		<p><i>You may incorporate animals, colors, shapes, etc., from other levels and indicators.</i></p> <table><tr><td><b>Tableware</b></td><td><b><i>El Servicio de Mesa</i></b></td></tr><tr><td>the bowl</td><td><i>el plato hondo/el tazón</i></td></tr><tr><td>the plate</td><td><i>el plato</i></td></tr><tr><td>the cup</td><td><i>la taza</i></td></tr><tr><td>the tray</td><td><i>la bandeja/la charola</i></td></tr><tr><td>the knife</td><td><i>el cuchillo</i></td></tr><tr><td>the spoon</td><td><i>la cuchara</i></td></tr><tr><td>the fork</td><td><i>el tenedor</i></td></tr><tr><td>the napkin</td><td><i>la servilleta</i></td></tr><tr><td>the glass</td><td><i>el vaso</i></td></tr><tr><td>the straw</td><td><i>la pajita</i></td></tr></table>		<b>Tableware</b>	<b><i>El Servicio de Mesa</i></b>	the bowl	<i>el plato hondo/el tazón</i>	the plate	<i>el plato</i>	the cup	<i>la taza</i>	the tray	<i>la bandeja/la charola</i>	the knife	<i>el cuchillo</i>	the spoon	<i>la cuchara</i>	the fork	<i>el tenedor</i>	the napkin	<i>la servilleta</i>	the glass	<i>el vaso</i>	the straw	<i>la pajita</i>
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## ***IN-VISION* Elementary Spanish Curriculum -- Year 5**

<p><b>1.2 A</b></p> <p><b>TEACHER PROMPT:</b></p> <p>Give ____ to _____.                      <i>Dale* ____ a ____.</i></p> <p><i>Example:</i> (Give the assignment to John.)                      <i>(Dale la tarea a Juan.)</i></p> <p>Give the ____ to _____.                      <i>Dales* ____ a ____.</i></p> <p><i>Example:</i> (Give the assignment to the students.)                      <i>(Dales la tarea a los estudiantes.)</i></p> <p>Give the ____ to ____ and _____.                      <i>Dales* ____ a ____ y a ____.</i> (object)                      <i>(objeto)</i></p> <p><i>Example:</i> (Give the assignment to John &amp; Mary.)                      <i>(Dales la tarea a Juan y a María.)</i></p> <p><i>*("Da" is the command telling one person to give. "Le" refers "to one person"; "les" refers to "to more than one person.")</i></p> <p>Pick up _____.                      <i>Recoge ____.*</i> Look at _____.                      <i>Mira ____.*</i></p> <p><i>*(These commands are intended for one person in the "tú" form.)</i></p>	<table> <tr> <th><u><b>Classroom Objects</b></u></th><th><u><b>Los Objetos de la Clase</b></u></th></tr> <tr><td>the notebook</td><td><i>el cuaderno</i></td></tr> <tr><td>the dictionary</td><td><i>el diccionario</i></td></tr> <tr><td>the stapler</td><td><i>la grapadora</i></td></tr> <tr><td>the planner</td><td><i>la agenda</i></td></tr> <tr><td>the homework/assignment</td><td><i>la tarea</i></td></tr> <tr><td>the markers</td><td><i>los marcadores</i></td></tr> <tr><td>the scotch tape</td><td><i>la cinta adhesiva</i></td></tr> <tr><td>the table</td><td><i>la mesa</i></td></tr> <tr><td>the window</td><td><i>la ventana</i></td></tr> <tr><td>the flag</td><td><i>la bandera</i></td></tr> <tr><td>the clock</td><td><i>el reloj</i></td></tr> <tr><td>the chair</td><td><i>la silla</i></td></tr> <tr><td>the chalkboard eraser</td><td><i>el borrador</i></td></tr> <tr><td>the wastebasket</td><td><i>la papelería</i></td></tr> <tr><td>the chalk</td><td><i>la tiza/el gis</i></td></tr> <tr><td>the blackboard</td><td><i>la pizarra</i></td></tr> <tr><td>the locker</td><td><i>el casillero/el armario/el lóquer</i></td></tr> </table> <table> <tr> <th><u><b>School Personnel</b></u></th><th><u><b>Las Personas de la Escuela</b></u></th></tr> <tr><td>the principal</td><td><i>el director/la directora</i></td></tr> <tr><td>the nurse</td><td><i>el enfermero/la enfermera</i></td></tr> <tr><td>the media specialist</td><td><i>el bibliotecario/la bibliotecaria</i></td></tr> <tr><td>the secretary</td><td><i>el secretario/la secretaria</i></td></tr> <tr><td>the paraprofessional</td><td><i>el/la auxiliar de la clase</i></td></tr> <tr><td>the students</td><td><i>los/las estudiantes</i></td></tr> <tr><td></td><td><i>los/las alumnos/as</i></td></tr> <tr><td>the counselor</td><td><i>el consejero/la consejera</i></td></tr> </table>	<u><b>Classroom Objects</b></u>	<u><b>Los Objetos de la Clase</b></u>	the notebook	<i>el cuaderno</i>	the dictionary	<i>el diccionario</i>	the stapler	<i>la grapadora</i>	the planner	<i>la agenda</i>	the homework/assignment	<i>la tarea</i>	the markers	<i>los marcadores</i>	the scotch tape	<i>la cinta adhesiva</i>	the table	<i>la mesa</i>	the window	<i>la ventana</i>	the flag	<i>la bandera</i>	the clock	<i>el reloj</i>	the chair	<i>la silla</i>	the chalkboard eraser	<i>el borrador</i>	the wastebasket	<i>la papelería</i>	the chalk	<i>la tiza/el gis</i>	the blackboard	<i>la pizarra</i>	the locker	<i>el casillero/el armario/el lóquer</i>	<u><b>School Personnel</b></u>	<u><b>Las Personas de la Escuela</b></u>	the principal	<i>el director/la directora</i>	the nurse	<i>el enfermero/la enfermera</i>	the media specialist	<i>el bibliotecario/la bibliotecaria</i>	the secretary	<i>el secretario/la secretaria</i>	the paraprofessional	<i>el/la auxiliar de la clase</i>	the students	<i>los/las estudiantes</i>		<i>los/las alumnos/as</i>	the counselor	<i>el consejero/la consejera</i>
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## IN-VISION Elementary Spanish Curriculum -- Year 5

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.2 B Make an identification based on simple oral and/or written descriptors.	• Math	• Identify Who... • Let's Compare	• Hand gestures used for measuring people, animals and things
Phrases/Structures		Vocabulary	
<p><b>TEACHER PROMPT:</b> Who is _____?</p> <p><b>STUDENT RESPONSE:</b> _____ is _____. (Name)</p> <p><i>Example:</i> (John is blond.)</p> <p><b>TEACHER PROMPT:</b> Which is ____?</p> <p><b>STUDENT RESPONSE:</b> _____. (Name of object or person)</p>		<p><u><b>Hair Color</b></u>      <u><b>El Color del Pelo</b></u>  brunette      <i>moreno/a</i>  blond      <i>rubio/a</i>  red-haired      <i>pelirrojo/a</i></p> <p><u><b>Characteristics</b></u>      <u><b>Las Características</b></u>  intelligent      <i>inteligente</i>  nice      <i>simpático/a</i>  athletic      <i>atlético/a</i>  funny      <i>chistoso/a</i></p> <p><u><b>Comparisons</b></u>      <u><b>Las Comparaciones</b></u>  larger      <i>más grande</i>  smaller      <i>más pequeño/a</i>  taller      <i>más alto/a</i>  shorter(height)      <i>más bajo/a</i>  longer      <i>más largo/a</i>  shorter (length)      <i>más corto/a</i></p>	
Progress Indicators/	Possible Content	Assessment/s	Culture

## ***IN-VISION* Elementary Spanish Curriculum -- Year 5**

[illegible]

## ***IN-VISION* Elementary Spanish Curriculum -- Year 5**

Functions	Integration (Goal 3)		(Goals 2 & 4)
<b>1.2 D Respond to speech of peers and familiar adults on a given topic.</b>	<ul style="list-style-type: none"> <li>• School environment</li> <li>• Communication/Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• What Do I Do?</li> <li>• First to Last</li> <li>• Tell Me About School</li> </ul>	<ul style="list-style-type: none"> <li>• Names and structures of grade levels</li> </ul>
Phrases/Structures		Vocabulary	
<p><b>TEACHER PROMPT:</b> What do you do at home?</p> <p><b>STUDENT RESPONSE:</b> At home, ____.</p> <p>I play video games I eat I watch TV I use the computer I play outside I read</p>		<p><i>¿Qué haces en casa?</i></p> <p><i>En casa, (yo) ____.</i></p> <p><i>juego a los videojuegos</i> <i>como</i> <i>miro la televisión</i> <i>uso la computadora</i> <i>juego afuera</i> <i>leo</i></p>	



## ***IN-VISION* Elementary Spanish Curriculum -- Year 5**

## 1.2 D

**TEACHER PROMPT:**

How many teachers do you have?      ¿Cuántos maestros tienes?  
(in general or males)

How many teachers do you have?      ¿Cuántas maestras tienes?  
(female)

**STUDENT RESPONSE:**

I have   #   teachers. (male)      ***Tengo***   #   ***maestros***.

I have   #   teachers. (females) **Tengo**   #   **maestras.**

**TEACHER PROMPT:**

What grade are you in?      *¿En qué año estás?*

**STUDENT RESPONSE:**

I am in \_\_\_\_\_ (grade).  
(fifth)

*Estoy en \_\_\_\_\_.  
(quinto)*

**TEACHER PROMPT:**

How many classes do you have?      ¿Cuántas clases tienes?

**STUDENT RESPONSE:**

I have   #   classes.                      ***Tengo***   #   ***clases***.

## Numbers

## Los Números

## Ordinal Numbers

## Los Números Ordinales

first

*primero*

second

*segundo*

third

*tercero*

fourth

*cuarto*

fifth

*quinto*

sixth

*sexto*

seventh

*séptimo*

eighth

*octavo*

ninth

*noveno*

tenth

*décimo*

## ***IN-VISION* Elementary Spanish Curriculum -- Year 5**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)																												
1.2 E Identify aural, visual and context clues.	<ul style="list-style-type: none"><li>• Health/Nutrition</li><li>• Social Studies</li></ul>	<ul style="list-style-type: none"><li>• La Comida ID</li></ul>	<ul style="list-style-type: none"><li>• Compare/Contrast foods that are eaten in Spanish-speaking countries and in the U.S.</li></ul>																												
Phrases/Structures		Vocabulary																													
<p><b>TEACHER PROMPT:</b></p> <p>Touch _____.                      <i>Toca</i> _____.*</p> <p>Point to _____.                    <i>Señala</i> _____.*</p> <p>Give me _____.                    <i>Dame</i> _____.*</p> <p><i>*(These commands are intended for one person in the “tú” form.)</i></p> <p><b>STUDENT RESPONSE:</b></p> <p><i>Student points to, touches, or gives the picture/object.</i></p>		<table><tr><th><u>Food</u></th><th><u>La Comida</u></th></tr><tr><td>the fruit</td><td><i>la fruta</i></td></tr><tr><td>the pineapple</td><td><i>la piña</i></td></tr><tr><td>the tomato</td><td><i>el tomate</i></td></tr><tr><td>the coconut</td><td><i>el coco</i></td></tr><tr><td>the melon</td><td><i>el melón</i></td></tr><tr><td>the mango</td><td><i>el mango</i></td></tr><tr><td>the papaya</td><td><i>la papaya</i></td></tr><tr><td>the lime</td><td><i>el limón (verde)</i></td></tr><tr><td>the lemon</td><td><i>el limón (amarillo)</i></td></tr><tr><td>the sandwich</td><td><i>el sándwich</i></td></tr><tr><td>the cereal</td><td><i>el cereal</i></td></tr><tr><td>the broccoli</td><td><i>el brócoli</i></td></tr><tr><td>the spinach</td><td><i>la espinaca</i></td></tr></table>		<u>Food</u>	<u>La Comida</u>	the fruit	<i>la fruta</i>	the pineapple	<i>la piña</i>	the tomato	<i>el tomate</i>	the coconut	<i>el coco</i>	the melon	<i>el melón</i>	the mango	<i>el mango</i>	the papaya	<i>la papaya</i>	the lime	<i>el limón (verde)</i>	the lemon	<i>el limón (amarillo)</i>	the sandwich	<i>el sándwich</i>	the cereal	<i>el cereal</i>	the broccoli	<i>el brócoli</i>	the spinach	<i>la espinaca</i>
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## ***IN-VISION* Elementary Spanish Curriculum -- Year 5**

Functions	Integration (Goal 3)		(Goals 2 & 4)
1.2 F Comprehend and respond to simple personal written communications, such as notes, invitations, and letters.	• Language Arts	• Party Time	<ul style="list-style-type: none"> <li>• Latino time</li> <li>• Birthday parties</li> <li>• Quinceañera (15<sup>th</sup> year birthday)</li> <li>• RSVP French phrase for “respond”</li> </ul>
Phrases/Structures		Vocabulary	
<p><b>TEACHER PROMPT:</b> What is the invitation for?     <i>¿Para qué es la invitación?</i></p> <p><b>STUDENT RESPONSE:</b> _____. (A party)                             <i>(Una fiesta)</i></p> <p><b>TEACHER PROMPT:</b> When is it?                             <i>¿Cuándo es?</i></p> <p><b>STUDENT RESPONSE:</b> _____. (Monday)                             <i>(lunes)</i></p>		<p><b><u>Correspondence</u></b>             <b><u>La Correspondencia</u></b></p> <p>Dear _____             <i>Querido/a</i> _____</p> <p>When:             <i>Cuándo:</i></p> <p>RSVP by:             <i>Confirma para:</i></p> <p>Where:             <i>Dónde:</i></p> <p>What:             <i>Qué:</i></p> <p>Sincerely             <i>Sinceramente</i></p> <p>a concert             <i>un concierto</i></p> <p>a play             <i>una obra de teatro/un drama</i></p> <p>a party             <i>una fiesta</i></p>	
1.2 F			

## ***IN-VISION* Elementary Spanish Curriculum -- Year 5**

<b>TEACHER PROMPT:</b> Where does it take place?      ¿ <i>Dónde es?</i>  <b>STUDENT RESPONSE:</b> At _____’s house. <i>En la casa de</i> _____. (John) <i>(Juan)</i>  At school. <i>En la escuela.</i>			
<b>TEACHER PROMPT:</b> Who’s inviting you?      ¿ <i>Quién te invita?</i>  <b>STUDENT RESPONSE:</b> _____.      _____. (name) <i>(nombre)</i>			
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
<b>1.2 G Identify main ideas and key words in oral and written material.</b>	• All content areas	• ¿Qué pasa?	
Phrases/Structures		Vocabulary	
<b>TEACHER PROMPT:</b> What is happening?      ¿ <i>Qué pasa?</i>  <b>STUDENT RESPONSE:*</b> Dependent upon chosen material  <i>*(Because of the vocabulary required to answer this question, students may answer in English.)</i>		Dependent upon chosen material	

# ***IN-VISION* Elementary Spanish Curriculum—Year 6**

**Year:**           **6**

**Goals:**

#1 Communicate in Spanish #2 Gain understanding of other cultures #3 Connect with other disciplines and acquire information	#4 Develop insight into the nature of language and culture #5 Participate in multilingual communities at home and around the world
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**Standard:**    ***1.2 Students understand and interpret written and spoken language on a variety of topics.***

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.2 A Respond appropriately to directions, instructions, and commands.	<ul style="list-style-type: none"><li>• Geography</li><li>• Math</li></ul>	<ul style="list-style-type: none"><li>• Oh, The Places You’ll Go!</li><li>• Going in All Directions</li><li>• Count to 1000</li><li>• Let’s Get Mathematical</li><li>• The Western Hemisphere</li></ul>	<ul style="list-style-type: none"><li>• Abbreviation for the U.S.A. (EE.UU.)/(E.U.)</li><li>• Hispanic countries</li></ul>
Phrases/Structures		Vocabulary	
<p><b>TEACHER PROMPT:</b></p> <p>Tell me _____ that is _____ of _____.</p> <p>the town                      to the north    (specific)</p> <p>the state                    to the south</p> <p>the city                      to the east</p> <p>the country                to the west</p> <p>the continent</p> <p><i>Dime _____ que está _____ de _____.</i></p> <p><i>el pueblo                      al norte</i></p> <p><i>el estado                      al sur</i></p> <p><i>la ciudad                      al este</i></p> <p><i>el país                          al oeste</i></p> <p><i>el continente</i></p>		<p><u><b>The Americas</b></u>                      <u><b>Los Lugares de las Américas</b></u></p> <p>North America                      <i>Norteamérica/la América del Norte</i></p> <p>Central America                      <i>Centroamérica/la América Central</i></p> <p>South America                      <i>Sudamérica/la América del Sur</i></p> <p>United States                      <i>los Estados Unidos</i></p>	

***IN-VISION* Elementary Spanish Curriculum—Year 6**

<b>1.2 A</b>  Count from 100 to 1,000 by 100’s. <i>Cuenten de cien al mil, de cien en cien.</i> Add (#) and (#). <i>Suma (#) y (#).</i> Subtract (#) from (#). <i>Resta (#) de (#).</i> Multiply (#) by (#). <i>Multiplica (#) por (#).</i> Divide (#) by (#). <i>Divide (#) entre (#).</i> Measure _____. <i>Mide _____.</i>		<table><tr><th colspan="2"><u>Numbers</u></th><th colspan="2"><u>Los Números</u></th></tr><tr><td>100</td><td><i>cien</i></td><td>600</td><td><i>seiscientos</i></td></tr><tr><td>200</td><td><i>doscientos</i></td><td>700</td><td><i>setecientos</i></td></tr><tr><td>300</td><td><i>trescientos</i></td><td>800</td><td><i>ochocientos</i></td></tr><tr><td>400</td><td><i>cuatrocientos</i></td><td>900</td><td><i>novecientos</i></td></tr><tr><td>500</td><td><i>quinientos</i></td><td>1000</td><td><i>mil</i></td></tr></table>				<u>Numbers</u>		<u>Los Números</u>		100	<i>cien</i>	600	<i>seiscientos</i>	200	<i>doscientos</i>	700	<i>setecientos</i>	300	<i>trescientos</i>	800	<i>ochocientos</i>	400	<i>cuatrocientos</i>	900	<i>novecientos</i>	500	<i>quinientos</i>	1000	<i>mil</i>																				
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<b>1.2 B Make an identification based on simple oral and/or written descriptors.</b>	<ul style="list-style-type: none"><li>• Science</li><li>• Social Studies</li></ul>	<ul style="list-style-type: none"><li>• Home Sweet Home</li></ul>		<ul style="list-style-type: none"><li>• Indigenous animals</li><li>• Locations of habitats in Hispanic countries (general &amp; specific (i.e. Atacama Desert in Chile, the Amazon, the pampas in Argentina, etc.)</li></ul>																																													
<b>Phrases/Structures</b>		<b>Vocabulary</b>																																															
<b>TEACHER PROMPT:</b> Hold up ____ (the long snake). <i>Levanten ____ (la culebra larga).</i>  Put ____ (the animal) in _____. <i>Pongan ____ (el animal) en _____. (the habitat) (el hábitat).</i>		<table><tr><th colspan="2"><u>Habitats</u></th><th colspan="2"><u>Los Hábitat</u></th></tr><tr><td>the desert</td><td></td><td><i>el desierto</i></td><td></td></tr><tr><td>the jungle</td><td></td><td><i>la selva</i></td><td></td></tr><tr><td>the plains</td><td></td><td><i>las llanuras</i></td><td></td></tr><tr><td>the forest</td><td></td><td><i>el bosque</i></td><td></td></tr><tr><td>the rain forest</td><td></td><td><i>la selva tropical/el bosque tropical</i></td><td></td></tr></table> <table><tr><th colspan="2"><u>Animals</u></th><th colspan="2"><u>Los Animales</u></th></tr><tr><td>the snake</td><td><i>la culebra</i></td><td>the spider</td><td><i>la araña</i></td></tr><tr><td>the monkey</td><td><i>el mono</i></td><td>the insects</td><td><i>los insectos</i></td></tr><tr><td>the frog</td><td><i>la rana</i></td><td>the coyote</td><td><i>el coyote</i></td></tr><tr><td>the fish</td><td><i>el pez</i></td><td>the deer</td><td><i>el venado/ el ciervo</i></td></tr></table>				<u>Habitats</u>		<u>Los Hábitat</u>		the desert		<i>el desierto</i>		the jungle		<i>la selva</i>		the plains		<i>las llanuras</i>		the forest		<i>el bosque</i>		the rain forest		<i>la selva tropical/el bosque tropical</i>		<u>Animals</u>		<u>Los Animales</u>		the snake	<i>la culebra</i>	the spider	<i>la araña</i>	the monkey	<i>el mono</i>	the insects	<i>los insectos</i>	the frog	<i>la rana</i>	the coyote	<i>el coyote</i>	the fish	<i>el pez</i>	the deer	<i>el venado/ el ciervo</i>
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## ***IN-VISION* Elementary Spanish Curriculum—Year 6**

<b>Progress Indicators/ Functions</b>	<b>Possible Content Integration (Goal 3)</b>	<b>Assessment/s</b>	<b>Culture (Goals 2 &amp; 4)</b>
<b>1.2 C Read and respond to developmentally appropriate material.</b>	<ul style="list-style-type: none"> <li>• All content areas</li> </ul>	<ul style="list-style-type: none"> <li>• ¿Qué Pasa?</li> </ul>	<ul style="list-style-type: none"> <li>• Folktales, literature, poetry from Spanish-speaking countries</li> </ul>
<b>Phrases/Structures</b>		<b>Vocabulary</b>	
What is happening? <i>¿Qué pasa?</i>		Dependent upon chosen material	

## IN-VISION Elementary Spanish Curriculum—Year 6

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)										
1.2 D Respond to speech of peers and familiar adults on a given topic.	<ul style="list-style-type: none"><li>• P.E.</li><li>• Math</li><li>• Communication/Conversation</li></ul>	<ul style="list-style-type: none"><li>• What Time Is It?</li><li>• Gotta Go!</li><li>• Favorite Things</li></ul>	<ul style="list-style-type: none"><li>• Different ways of telling time (24 hr. clock; #s 1-60 for minutes vs. using minutes less from the hour)</li></ul>										
Phrases/Structures		Vocabulary											
<p><b>TEACHER PROMPT:</b> Where is the ____?                      ¿Dónde está ____?</p> <p><b>STUDENT RESPONSE:</b> It is ____. over there                      Está ____. to the left                      por allá to the right                      a la izquierda    a la derecha</p> <p><b>TEACHER PROMPT:</b> What is your favorite ____?    ¿Cuál es tu ____ favorito/a?</p> <p><i>Examples:</i> (What is your favorite                      (¿Cuál es tu animal favorito?) animal?) (What is your favorite food?) (¿Cuál es tu comida favorita?)</p> <p><b>STUDENT RESPONSE:</b> My favorite is ____. Mi favorito/a es ____.*</p> <p><i>Examples:</i> (My favorite animal is                      (Mi animal favorito es el tigre.) the tiger.) (My favorite food is                      (Mi comida favorita es la pizza.) pizza.) *(Use definite article: el tenis; el rojo; la pizza)</p>		<p><i>Students may incorporate vocabulary from other levels and indicators in their response.</i></p> <table><tr><th>Topics</th><th>Los Temas</th></tr><tr><td>animal</td><td>animal (m)*</td></tr><tr><td>sport</td><td>deporte (m)*</td></tr><tr><td>food</td><td>comida (f)*</td></tr><tr><td>color</td><td>color (m)*</td></tr></table> <p>*(masculine= m/feminine=f)</p>		Topics	Los Temas	animal	animal (m)*	sport	deporte (m)*	food	comida (f)*	color	color (m)*
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## ***IN-VISION* Elementary Spanish Curriculum—Year 6**

### **1.2 D**

#### **TEACHER PROMPT:**

What time is it?

*¿Qué hora es?*

#### **STUDENT RESPONSE:**

It is \_\_\_\_.

(1:00 – 1:59)

*Es la \_\_\_\_.*

(2:00 – 12:59)

*Son las \_\_\_\_.*

(1:00)

*Es la una.*

(1:10)

*Es la una y diez.*

(2:00)

*Son las dos.*

(3:50)

*Son las tres y cincuenta./*

*Son las cuatro menos diez.*

(5:45)

*Son las cinco y cuarenta y cinco./*

*Son las seis menos cuarto./*

*Son las seis menos quince.*

(:15)

*y cuarto*

(:30)

*y media*

a little after

*y pico*

*Example:*

(It's a little after 11:00.)

*(Son las once y pico.)*

**Numbers 1 - 60    *Los Números del 1 al 60***

## ***IN-VISION* Elementary Spanish Curriculum—Year 6**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
<b>1.2 E Identify aural, visual and context clues.</b>	• Social Studies	<ul style="list-style-type: none"> <li>• Let's Go for a Ride</li> <li>• Getting There</li> <li>• Endings</li> </ul>	<ul style="list-style-type: none"> <li>• Compare/Contrast transportation in Hispanic countries (e.g. busses, bicycles, and subways instead of cars)</li> </ul>
Phrases/Structures		Vocabulary	
<p><b>TEACHER PROMPT:</b> How do you go to school?</p> <p><b>STUDENT RESPONSE:</b> I go by _____. I walk.</p>		<p><b>Transportation</b>      <b><i>El Transporte</i></b></p> <p>bicycle                      <i>bicicleta</i></p> <p>taxi                              <i>taxi (m)</i></p> <p>train                            <i>tren (m)</i></p> <p>bus                              <i>autobús (m)</i></p> <p>car                               <i>carro/coche (m)</i></p> <p>subway                        <i>metro</i></p> <p>truck                            <i>camioneta</i></p> <p>van                               <i>camioneta</i></p> <p>scooter                        <i>patinete (m)</i></p> <p>skateboard                   <i>monopatín (m)</i></p> <p><b>Suffixes</b>                      <b><i>Los Sufijos</i></b></p> <p>-tion                            <i>-ción</i>                              <i>(always feminine)</i></p> <p>(celebration, nation      <i>la celebración, la nación</i>)</p> <p>-ly                                <i>-mente</i></p> <p>(rapidly, exactly          <i>rápidamente, exactamente</i>)</p> <p>-ty                                <i>-dad/-tad</i>                        <i>(always feminine)</i></p> <p>(personality, difficulty   <i>la personalidad, la dificultad</i>)</p> <p>-ous                              <i>-oso/a</i></p> <p>(famous, delicious        <i>famoso/a, delicioso/a</i>)</p>	

***IN-VISION* Elementary Spanish Curriculum—Year 6**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.2 F Comprehend and respond to simple personal written communications, such as notes, invitations, and letters.	• Language Arts	• Getting to Know You	• Telephone number sequence • Names in phone book • Address sequence
Phrases/Structure		Vocabulary	
		<u>Personal Data</u> telephone number address last name name parents' names	<u>Los Datos Personales</u> <i>el número de teléfono</i> <i>el domicilio/la dirección</i> <i>apellido</i> <i>nombre</i> <i>nombres de los padres</i>
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.2 G Identify main ideas and key words in oral and written material.	• All content areas	• En el Zoológico	
Phrases/Structures		Vocabulary	
<b>TEACHER PROMPT:</b> Which of the characters _____? (verb/verb phrase) ¿Cuál de los personajes _____? (verbo) ¿Cuáles de los personajes _____? (more than 1 character) (verbo) <b>STUDENT RESPONSE:</b> _____. (character/characters) _____. (personaje/personajes)			

***IN-VISION* Elementary Spanish Curriculum—Year 7**

Year 7

**Goals:**

- #1 Communicate in Spanish
- #2 Gain understanding of other cultures
- #3 Connect with other disciplines and acquire information

#4 Develop insight into the nature of language and culture  
#5 Participate in multilingual communities at home and around the world

**Standard:** *1.2 Students understand and interpret written and spoken language on a variety of topics.*

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goal 2 & 4)
<b>1.2 A Respond appropriately to directions, instructions, and commands.</b>	<ul style="list-style-type: none"> <li>Nutrition</li> <li>Life skills</li> </ul>	<ul style="list-style-type: none"> <li>Cooking Up a Storm</li> <li>A Household of Furnishings</li> <li>Hard to Find</li> </ul>	<ul style="list-style-type: none"> <li>Recipes from Spanish-speaking countries</li> </ul>
<b>Phrases/Structures</b>		<b>Vocabulary</b>	
<p><b>TEACHER PROMPT:</b></p> <p>Get the ingredients. <i>Obtenga los ingredientes.*</i></p> <p>Add _____. <i>Añada*_____.</i></p> <p>Mix _____. <i>Mezcle*_____.</i></p> <p>Bake for _____. <i>Hornee* por _____.</i></p> <p>Eat. <i>Coma.*</i></p> <p>Cook. <i>Cocine.*</i></p> <p>Boil. <i>Hierva.*</i></p> <p>Pour. <i>Vacíe.*</i></p> <p><i>*(These commands are for one person in the “usted” form.)</i></p> <p><b>TEACHER PROMPT:</b></p> <p>Go to the _____ to get _____. <i>Ve a _____ para conseguir ____.*</i></p> <p style="text-align: center;">(room)                      (object)                      (cuarto)                      (objeto)</p> <p><i>*(This command is intended for one person in the “tú” form.)</i></p>		<p><u><b>Cooking</b></u>                      <i><u>El Vocabulario de Cocinar</u></i></p> <p>recipe                      <i>la receta</i></p> <p>cup                      <i>la taza</i></p> <p>teaspoon                      <i>la cucharita</i></p> <p>tablespoon                      <i>la cucharada</i></p> <p>minutes                      <i>minutos</i></p> <p>an hour                      <i>una hora</i></p> <p><u><b>Rooms in the House</b></u>                      <i><u>Los Cuartos de la Casa</u></i></p> <p>the living room                      <i>la sala</i></p> <p>the garage                      <i>el garaje</i></p> <p>the kitchen                      <i>la cocina</i></p> <p>the dining room                      <i>el comedor</i></p> <p>the basement                      <i>el sótano</i></p> <p>the bedroom                      <i>el cuarto/la alcoba/el dormitorio/</i>  <i>la habitación/la recámara</i></p>	

## ***IN-VISION* Elementary Spanish Curriculum—Year 7**

<b>1.2 A</b>  Look under. <i>Mira* debajo de ____.</i> Look on top of _____. <i>Mira* sobre _____.  Look in _____. <i>Mira* en _____.   <i>*(These commands are intended for one person in the “tú” form.)</i> </i></i>		<div style="display: flex; justify-content: space-between;"> <div> <b><u>In the House</u></b>  the couch  the armchair  the refrigerator  the stove  the kitchen sink  the bed  the dresser  the closet </div> <div> <b><u>Dentro de la casa</u></b>  <i>el sofá</i>  <i>el sillón</i>  <i>el refrigerador</i>  <i>la estufa</i>  <i>el fregadero</i>  <i>la cama</i>  <i>el tocador</i>  <i>el armario</i> </div> </div>	
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goal 2 & 4)
<b>1.2 B Make an identification based on simple oral and/or written descriptors.</b>	<ul style="list-style-type: none"> <li>• Science</li> <li>• Guidance</li> </ul>	<ul style="list-style-type: none"> <li>• What’s in a Description</li> <li>• What’s the Composition</li> <li>• What’s it Like?</li> </ul>	<ul style="list-style-type: none"> <li>• Native handicrafts: amate, papel picado, onyx, etc.</li> <li>• Construction materials (buildings)—adobe</li> </ul>
Phrases/Structures		Vocabulary	
<b>TEACHER PROMPT:</b> This person is a _____. <i>Esta persona es _____.  (profession) (profesión)</i>  <b>TEACHER PROMPT:</b> This person is _____. <i>Esta persona es _____.  (description) (descripción)</i> This young boy is _____. <i>Este muchacho es _____.  (description) (descripción)</i> This young girl is _____. <i>Esta muchacha es _____.  (description) (descripción)</i>		<div style="display: flex; justify-content: space-between;"> <div> <b><u>Professions</u></b>  <i>(Refer to Word List.)</i>   <b><u>Descriptive Adjectives</u></b>  pretty  handsome  friendly  honest  respectful  responsible  shy </div> <div> <b><u>Las Profesiones</u></b>   <b><u>Los Adjetivos de Descripción</u></b>  <i>bonito/a</i>  <i>guapo/a</i>  <i>amable</i>  <i>honesto/a</i>  <i>respetuoso/a</i>  <i>responsable</i>  <i>tímido/a</i>   <i>(Refer to Word Lists for more adjectives.)</i> </div> </div>	

# ***IN-VISION* Elementary Spanish Curriculum—Year 7**

**1.2B**

**TEACHER PROMPT:**

It is made of \_\_\_\_.

*Es de \_\_\_\_.*

It is \_\_\_\_.  
(attributes)

*Es \_\_\_\_.*  
*(atributos)*

**Object Descriptions** *Las Descripciones de los Objetos*

wood	<i>madera</i>
plastic	<i>plástico</i>
metal	<i>metal</i>
glass	<i>vidrio</i>
ceramic	<i>cerámica</i>
fabric	<i>tela</i>
wool	<i>lana</i>
cotton	<i>algodón</i>
leather	<i>cuero</i>
stone	<i>piedra</i>

hard	<i>duro/a</i>
soft	<i>suave</i>
light	<i>ligero/a</i>
heavy	<i>pesado/a</i>
a liquid	<i>un líquido</i>
a gas	<i>un gas</i>
a solid	<i>un sólido</i>

## ***IN-VISION* Elementary Spanish Curriculum—Year 7**

<b>Progress Indicators/ Functions</b>	<b>Possible Content Integration (Goal 3)</b>	<b>Assessment/s</b>	<b>Culture (Goal 2 &amp; 4)</b>
<b>1.2 C Read and respond to developmentally appropriate material.</b>	• Language Arts- Literature	• Music Makes Me Happy!	• Folktales, literature, poetry from Spanish speaking countries
<b>Phrases/Structures</b>		<b>Vocabulary</b>	
<p>How does _____ feel? (character)      ¿<i>Cómo se siente</i> _____? (<i>personaje</i>)</p> <p>Why?      ¿<i>Por qué?</i></p>			

***IN-VISION* Elementary Spanish Curriculum—Year 7**

<b>Progress Indicators/ Functions</b>	<b>Possible Content Integration (Goal 3)</b>	<b>Assessment/s</b>	<b>Culture (Goal 2 &amp; 4)</b>
<b>1.2 D Respond to speech of peers and familiar adults on a given topic.</b>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Communication/Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• When is It?</li> <li>• Who is that Teacher?</li> </ul>	<ul style="list-style-type: none"> <li>• Latino time</li> </ul>
<b>Phrases/Structures</b>		<b>Vocabulary</b>	
<b>TEACHER PROMPT:</b> When is practice? When is the concert? When is the game?  <b>STUDENT RESPONSE:</b> At 1:00. At 1:30.  At 2:00. At 2:15.  At noon. At midnight.		<i>¿Cuándo es la práctica?</i> <i>¿Cuándo es el concierto?</i> <i>¿Cuándo es el partido?</i>  <i>A la una.</i> <i>A la una y media.</i> <i>A la una y treinta.</i> <i>A las dos.</i> <i>A las dos y cuarto.</i> <i>A las dos y quince.</i> <i>Al mediodía.</i> <i>A la medianoche./</i> <i>A medianoche.</i>	
<b>TEACHER PROMPT:</b> What is his/her name? What is the ____ teacher's name? (school subject)		<i>¿Cómo se llama?</i> <i>¿Cómo se llama la maestra/              el maestro de _____?</i> (materia)	
<b>STUDENT RESPONSE:</b> His/Her name is _____.		<u>School Subjects</u> <u>Las Materias de la Escuela</u>	
<b>STUDENT RESPONSE:</b> Se llama _____.			



## ***IN-VISION* Elementary Spanish Curriculum—Year 7**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goal 2 & 4)																								
1.2 E Identify aural, visual and context clues.	• Music	• The Sound of Music • Play It Again!	• Native musical instruments • Hispanic musical styles • Famous Hispanic singers • Mariachi band																								
Phrases/ Structures		Vocabulary																									
<p><b>TEACHER PROMPT:</b> What musical instrument do you play?</p> <p><b>STUDENT RESPONSE:</b> I play ____. I don't play anything.</p> <p><b>TEACHER PROMPT:</b> What musical instrument is this?</p> <p><b>STUDENT RESPONSE:</b> _____. (Instrument)</p>		<table><tr><th><u>Musical Instruments</u></th><th><u>Los Instrumentos Musicales</u></th></tr><tr><td>the piano</td><td><i>el piano</i></td></tr><tr><td>the trumpet</td><td><i>la trompeta</i></td></tr><tr><td>the guitar</td><td><i>la guitarra</i></td></tr><tr><td>the trombone</td><td><i>el trombón</i></td></tr><tr><td>the clarinet</td><td><i>el clarinete</i></td></tr><tr><td>the flute</td><td><i>la flauta</i></td></tr><tr><td>the saxophone</td><td><i>el saxofón/el saxófono</i></td></tr><tr><td>the tuba</td><td><i>la tuba</i></td></tr><tr><td>the violin</td><td><i>el violín</i></td></tr><tr><td>drums</td><td><i>los tambores*</i></td></tr><tr><td colspan="2">*(Not a cognate)</td></tr></table>		<u>Musical Instruments</u>	<u>Los Instrumentos Musicales</u>	the piano	<i>el piano</i>	the trumpet	<i>la trompeta</i>	the guitar	<i>la guitarra</i>	the trombone	<i>el trombón</i>	the clarinet	<i>el clarinete</i>	the flute	<i>la flauta</i>	the saxophone	<i>el saxofón/el saxófono</i>	the tuba	<i>la tuba</i>	the violin	<i>el violín</i>	drums	<i>los tambores*</i>	*(Not a cognate)	
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***IN-VISION* Elementary Spanish Curriculum—Year 7**

<b>Progress Indicators/ Functions</b>	<b>Possible Content Integration (Goal 3)</b>	<b>Assessment/s</b>	<b>Culture (Goal 2 &amp; 4)</b>
<b>1.2 F Comprehend and respond to simple personal written communications, such as notes, invitations, and letters.</b>	• School Environment • Communication/Conversation	• Take Note!	
<b>Phrases/Structures</b>	<b>Vocabulary</b>		
<p><b>TEACHER PROMPT:</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> Go to the secretary's office.  Go to the principal's office.   Go to _____'s house.           (John) </div> <div style="width: 38%; font-style: italic;"> <b><i>Ve* a la oficina de la secretaria.</i></b>  <b><i>Ve* a la oficina del director.</i></b>  <b><i>Ve* a la oficina de la directora.</i></b>  <b><i>Ve* a la casa de _____.  (Juan)</i></b> </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> Call home.  Wait at school.  Stay at school.  Walk home.  Ride the bus. </div> <div style="width: 38%; font-style: italic;"> <b><i>Llama* por teléfono a casa.</i></b>  <b><i>Espera* en la escuela.</i></b>  <b><i>Quédate* en la escuela.</i></b>  <b><i>Camina* a casa.</i></b>  <b><i>Toma*/Agarra* el autobús.</i></b> </div> </div> <i>*(These commands are intended for one person in the “tú” form.)</i>			

## ***IN-VISION* Elementary Spanish Curriculum—Year 7**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goal 2 & 4)
<b>1.2 G Identify main ideas and key words in oral and written material.</b>	• Communication	• The Written Word	• Quinceañera (females)-15 <sup>th</sup> birthday, male escort (chambalán)
Phrases/Structures		Vocabulary	
<p><b>TEACHER PROMPT:</b> What is it?                      <i>¿Qué es?</i></p> <p><b>STUDENT RESPONSE:</b> It's an invitation.              <i>Es una invitación.</i> an invitation for ____        <i>una invitación para ____</i></p> <p><i>Example:</i> (an invitation for the party)              <i>(una invitación para la fiesta)</i> (an invitation for John)        <i>(una invitación para Juan)</i></p> <p>It's a message/note.            <i>Es un mensaje.</i> a message/note from ____    <i>un mensaje de ____</i></p> <p>It's a letter.                      <i>Es una carta.</i></p> <p>It's a composition.              <i>Es una composición.</i> It's an assignment.              <i>Es una tarea.</i></p> <p>It's an ad/advertisement.      <i>Es un anuncio.</i></p> <p>It's a menu.                      <i>Es un menú.</i> It's a recipe.                      <i>Es una receta.</i></p>			

## ***IN-VISION* Elementary Spanish Curriculum—Year 7**